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ENG 1002G-008: Composition and Literature

Tim Engles
Eastern Illinois University

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English 1002 : Spring 2014

(3290 Coleman Hall, 9:30 – 10:45 a.m. Tues/Thurs)

Instructor: Tim Engles

E-mail: tdengles@eiu.edu

Office hours (Coleman 3831): 10:45 – 11:45, Tues/Thurs, and by appointment

Required Texts:

Literature: An Introduction to Fiction, Poetry, Drama & Writing (Eleventh Edition)

The Little, Brown Handbook (Eleventh Edition)

Writing Essays about Literature (Seventh Edition)

Course Policies and Procedures

Read the following carefully; these words constitute our contract, and your written agreement to them is a course requirement.

Goals (that is, Why Are We Here?): Because this is primarily a composition course, we will focus on sharpening your writing and editorial skills. In this area, our course has two main purposes—to continue the enhancement of your writing skills as developed in high school and English 1001, and to continue bringing your writing up to the university level. We will emphasize writing, reading, analysis, and cultural understanding: these abilities form the core of a college education, and an emphasis on them constitutes a primary difference between college and vocational school (or junior college). English 1002 also serves as an introduction to the study of literature at the college level, so we will of course spend much of our time reading, discussing, and writing about literature.

More specifically, active participation in this course will help you:

- continue to develop your **writing skills**. You will do better in this course if you think of it as a “skills” course that resembles a foreign language course; formal writing differs from how you normally speak English, and doing it well requires practice. In this course you will improve your ability to write clear, concise, and meaningful sentences, to compose organized and developed paragraphs, and to identify and address recurring grammatical or mechanical problems specific to your own writing (these areas of). We will also spend time talking about why developing a grammatically correct, clear, efficient style is so important to your success in college and in professional life.
- improve your **analytical abilities** by reading, thinking about, and writing about fiction, poetry and drama.
- develop your **understanding and appreciation of creative literature**, which can help you go on to read and enjoy intellectually and culturally enriching creative writing and other forms of art throughout college, and throughout your life.

- develop your **collaborative learning skills**. You will improve your ability to work seriously with others by working together on your writing, and on theirs. As in most professional settings, much of your success in this course will depend on producing multiple drafts and working with peers to improve the final product. You will practice forming honest, thorough, and constructive critiques of your own writing as well as that of your peers, and make use of what you have learned from your own self-critique and that of others.

Grades and Major Assignments: Your final grade will be determined as follows:

Paper One:	10%
Paper Two:	15%
Paper Three:	15%
Paper Four:	20%
Revised Paper:	10%
Peer Reviews:	15%
Participation, quizzes, daily writings, attendance:	15%

Missed quizzes and late papers: We will have unannounced quizzes on our readings at the beginning of some classes. Because the answers to unannounced quizzes tend to arise during class discussion, and because one purpose of the quizzes is to encourage punctual class attendance, these quizzes will not be announced and they cannot be made up (even if you come to class late). Again, these quizzes are one way to award those who do the readings carefully, attend class regularly, and arrive on time. On the other hand, I recognize that students must miss class at times and therefore might miss a quiz through no fault of their own, so at the end of the semester I will drop your lowest quiz score when calculating your final grade.

Essays will be graded on a 100-point scale (90-100 = A, 80-89 = B, etc.). Late essays will be penalized fifteen points for each day they are late. Also, you will have individual conferences with Dr. Engles on your writing; it will be okay to call or write to him if you must reschedule a conference, but if you miss a scheduled one without doing so, the penalty will be ten points off the current essay assignment.

Regarding Writing: This is primarily a writing class, but you will do most of your writing outside of class. We will have some workshops devoted to particular common problems in student writing at your level, but writing is more your responsibility in this class than it was in ENG 1001, where you learned (or relearned) enough of the basics so that we won't have to spend as much time on them in 1002. One of your most important tools for improvement will be the marginal comments and corrections on your graded writing; if you wish to see your writing improve and your grade go up as the quarter progresses, you will have to go back and pay close attention to these written comments as you write subsequent essays. Keep your graded essays! Use them to work throughout the semester on keeping track of and working on your own individual writing problems.

You are also responsible for keeping secure saved versions of your essays—computer problems are not an acceptable excuse for a late essay. To avoid confusing yourself as you write, get in the habit of remembering which version of an essay is most recent, and of overwriting old versions of an essay when you can. If you submit the wrong version of an essay by the assignment deadline, that will be the graded version; if you submit an essay late because of computer problems, the essay will receive the usual late penalties.

Regarding Reading: Since one skill you will be developing in this class is the art of textual analysis, you must give the readings more than a quick skimming over. Instead of wolfing them down right before class, set aside enough time to read them carefully—take notes as you read, then decide for yourself, before coming to class, what each author is trying to describe and bring to light. Also, as noted above, to ensure that your final grade reflects your reading effort (and your regular attendance), we will occasionally have unannounced “pop” quizzes at the beginning of class on required readings.

Attendance Policy: I will take attendance, and I expect you to attend class every day, on time, and prepared to discuss the material listed for that day on the “daily schedule.”

More than three missed classes will lower your class participation grade (which is 15% of your final grade) to an F. Missing class frequently will also harm your grade on the reading quizzes. Remember that you are responsible for all assignments, whether you attend class or not. I recommend getting the email address of one or two other students in class so you can find out about any missed materials or assignments before you come to the next class meeting.

Regarding Tardiness: This is a small class, so late arrivals are disruptive—if for some bizarre reason you wish to get on my bad side, you can easily do so by repeatedly arriving late for class. **If you will not be able to arrive for this class on time because of other commitments, drop it and take another section.**

Office Hours and Conferences: I will be in my office and available to consult with you if you like at the hours I’ve specified on the front of the syllabus. You do not need to make an appointment if you wish to talk with me during office hours. If my office hours are inconvenient for you, I am also available by appointment: let me know that you want to make an appointment, and we’ll agree on a time that is convenient for both of us. Email is often a better way to get in touch with me, especially for quick questions: tdengles@eiu.edu

Academic Honesty: I expect you to act honestly and do your own work in this class, and so does Eastern Illinois University. If I discover an act of plagiarism (or any other academic misconduct), all of the appropriate penalties will be applied. Why? Because universities should not allow dishonesty; because plagiarists are not learning anything and are therefore subverting the purpose of taking this class; because it is not fair to other students to allow plagiarists to earn passing grades; and because academic dishonesty offends my own commitment to higher education. Also, any students in this “skills course” who don’t do their own work are cheating their own futures—after all, the main point here in terms of writing is to enable you to perform better in your professional

future by writing more correctly, elegantly, and professionally. As with learning how to play an instrument or how to speak a foreign language, *that takes practice*.

For students with disabilities: If you have a disability and wish to receive academic accommodations, let me know; also, if you haven't contacted the Coordinator of Disability Services (581-6583), do so as soon as possible.

It is your responsibility to familiarize yourself with the English Department's policy on plagiarism: "Any teacher who discovers an act of plagiarism—"The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's original work" (Random House Dictionary of the English Language)—has the right *and the responsibility* to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of a grade of F for the course, and to report the incident to the Judicial Affairs Office."

Again, keep in mind again that this is a "skills course." That is, you are in this course to develop a skill that will help you perform better in your future college courses, and then in your career. With the nearly ubiquitous availability of the Internet, using the writing of others has become increasingly easy and, to some students, tempting. However, it's also easier than ever for an instructor to catch students doing so. If you ever wonder whether what you've written borrows too heavily from another writer, just ask Professor Engles to look at your work—students who didn't think they were plagiarizing have often been accused of it and have suffered accordingly.

E-Mail Activity: Enrollment in this class requires an "EIU" e-mail account, and you must check it frequently, preferably every day, for messages pertaining to the course. E-mail is the quickest, easiest way to reach me if I am not in my office; I welcome any and all questions and comments, and will respond as quickly as I can. Again, using an e-mail account frequently is crucial for this course—if you do not send me an e-mail message at tdengles@eiu.edu by 3 p.m. on Friday, January 17, I will assume that you have chosen against fully participating in the course, and I will therefore drop you. I will write back in response to your introductory message, and I will use your e-dress to subscribe you to our class listserv (also known as a "discussion list"). See the Daily Schedule below for what to write in this introductory, contract-signing e-mail message (the "contract" that you'll be signing is what you're currently reading, these "Course Policies and Procedures").

Regarding the Writing Center: Tutoring services at the English Department's Writing Center are free, and students may drop in any time or schedule appointments during the Center's working hours. To schedule an appointment, you can drop by the center (3110 Coleman Hall) or you can call 581-5929. The writing center is open Monday through Thursday, 9 a.m. to 3 p.m., and 6 p.m. to 9 p.m. On Friday hours of operation are 9 a.m. to 1 p.m. Members of the helpful, friendly Writing Center staff recommend that you schedule consulting sessions ahead of time to ensure you get the time you want and to get a full session (45 minutes), but they welcome walk-in appointments.

If you have problems with grammar, punctuation, spelling, organization, thesis development, or other parts of the writing process, I strongly recommend that you make use of this free and valuable service. I may recommend that certain students do so. Let me know if you have any questions about the Writing Center.

Classroom Environment: In class, I expect all of you to participate in discussions (class participation will be figured into your final grade), and to attend regularly. The best way to demonstrate that you are an active, engaged, and interested reader and writer is by contributing regularly to class discussions, and by paying close, respectful attention to what everyone else has to say. If you have questions, no matter how simple or complicated, go ahead and ask me, either in class or via e-mail—chances are that other people will have the same question. I do not plan to lecture in this class; everyone is learning more when we contribute together to an interesting, challenging and positive learning environment.

During in-class **peer critiques**, you must also be willing to give and receive constructive, insightful, frank criticism. I'm sure that all of you will work hard on your writing projects, but try not to let criticism of your work hurt your feelings, and don't hold back from offering helpful advice because you think it might hurt someone else's feelings.

Also, in the interests of keeping everyone in class undistracted and focused, ***please do not read outside materials, chew gum, or eat food in class (drinking beverages is okay), and do not use a computer in class.*** If you have a cell phone with you, ***be sure to silence it ahead of time, and do not check or write text messages during class.***

If you happen to be expecting an emergency call or text, be sure to let me know before class begins.

No baseball caps in class, please, but if you want to wear one, turn it backwards so we can see your eyes.

Finally, ***please refrain from "packing up" during the last few minutes of class;*** I will signal when the discussion is finished, and I promise to end each class by the time the period is over (you're welcome to call me on it if I don't).

ENGLISH 1002 DAILY SCHEDULE

This schedule may change; any changes will be announced in advance.

Reading and writing assignments are to be completed
by the dates on which they appear on the syllabus.

BE SURE to bring the appropriate book or books to class if a reading
assignment is listed for that day; students who show up
without a copy of the day's reading assignment
may be marked absent.

T JAN 14 Introduction to the course; discussion of "Course Policies and Procedures"

- Sometime after class, and before Friday at 3:00 p.m., send an e-mail message to Professor Engles at **tdengles@eiu.edu** (see F JAN 17 below for more detailed instructions)

R JAN 16 Discussion of Reading and Readers of Fiction

- Discussion of Essay One Guidelines: "Do Professional Reviewers and Ordinary People Who Read Like the Same Kinds of Fiction?" and Short Story Proposal Guidelines (both will be handed out today)
- Discussion of book reviews (handout from Tuesday)
- Discussion of "How to Email a Professor" (will be handed out today)

F JAN 17, 3:00 p.m. **Deadline for sending Dr. Engles an e-mail** (tdengles@eiu.edu):

- since Dr. Engles teaches several courses, explain which one you're in (that is, English 1002)
- describe yourself in whatever ways you like, including your current career aspirations
- describe something unusual or memorable about yourself
- after reading the above "Course Policies and Procedures" carefully, write a statement in this e-mail saying that you have read and agree with them (also, if you disagree or anticipate problems with any of the policies, please explain)
- finally, as with all e-mail messages to your college instructors and other professionals, type your name at the end of it, as you would in a letter

T JAN 21 Short Story Selections: Discussion and Vote

- **Short Story Reading Proposal due today** (see handout from last Thursday's class for details)
- In-class Discussion: The Elements of a Solid College Essay

R JAN 23 Read chosen stories from *Literature: An Introduction to . . .*

T JAN 28 Read chosen stories from *Literature: An Introduction to . . .*

R JAN 30 Writing Workshop—Commas

- **Writing assignment due at the beginning of today's class:** type a two-paragraph response to the following questions: "What are your particular strengths as a writer? What particular problems do you think you still have with your writing? Be as specific as you can."

T FEB 4 Writing Workshop—Passive Voice

- **Essay One due at the beginning of class**
- Discussion of Essay Two Guidelines: "Connecting Fiction to Real Life"

R FEB 6 Reading and writing assignment described on handout: "The Story of an Hour," by Kate Chopin

T FEB 11 Workshop: Reviewing the Writing Process; read before class *Little, Brown Handbook*, Chapter 3, pages 46-71 (and bring the book to class)

R FEB 13 Peer Review Workshop: **bring a printed rough draft of Essay Two** (at least four full paragraphs)

T FEB 18 NO CLASS – **Essay Two due at your conference with Professor Engles**

R FEB 20 NO CLASS – **Essay Two due at your conference with Professor Engles**

T FEB 25 *Literature: An Introduction to . . .*, "Poetry," pages 625-36

- In-class discussion: major elements of poetry, interpretation of poetry, and what people consider "good poetry": case studies

R FEB 27 Performance Poetry

- Homework for today: find a poem (not song lyrics) using our *Literature* anthology, or the library, or the Internet, or other sources, that you find especially poetic; write down an explanation, with examples, of how the poem effectively uses any three poetic techniques described in our handout "Elements of Poetry"; hand in the written assignment AND a copy of the poem today
- Assignment of poetry presentation partners and presentation date
- Discussion of guidelines for "Poetic Song Lyrics" presentations
- in-class videos: performance poetry and the poetry of performance

T MAR 4 Song Lyrics as Poetry

- Homework for today: find a song that has words and meanings that you appreciate; avoid songs that most people would consider silly, shallow or offensive. Print out the lyrics (after making sure they're accurate), then explain in writing, with examples, how the song's lyrics effectively use *any three* of the poetic elements described in our handout "Elements of Poetry"; **hand the writing in today ALONG WITH the printed lyrics**

R MAR 6 (Mid-term of the semester) in-class song presentations

- Together with your partner, present the lyrics to one song that has "poetic" lyrics
- Bring 23 copies of the lyrics to each song printed out on paper; be prepared to play the song on our classroom's computer on the day assigned for your presentation
- in class, play the song for us, and explain how the lyrics are poetic by explaining how the song effectively utilizes *any five* of the different poetic techniques (as defined on in our handout "Elements of Poetry"); then ask the class to find one more technique
- Be sure to also explain a **theme** of the song—What do the song's lyrics mean? How do you interpret its point, or message? Do any of the techniques you highlighted help to create or bring across that message?

MAR 10 – MAR 14 Spring Break!

T MAR 18 in-class song presentations continued

- Discussion of Essay Three topic: focused comparison and contrast of any two examples from our class of poetic song lyrics

R MAR 20 Writing Workshop on Comparison-Contrast Essays

T MAR 25 Peer Review Workshop: bring a printed rough draft of Essay Three (at least four full paragraphs)

R MAR 27 **Essay Three due at the beginning of class**; begin discussion of "Elements of Drama"

T APR 1 Read for today in *Literature* anthology: Susan Glaspell, *Trifles*, page 1111

R APR 3 begin August Wilson, *Fences*, page 1839

T APR 8 *Fences*

R APR 10 Finish *Fences*; discussion of Essay Four Guidelines

T APR 15 Drama reading for today TBA

R APR 17 **No class**—Professor Engles will be available in his office (Coleman 3831) during our class period and during his office hours (10:45 to 11:45) to discuss Essay Four with any students who would like to do so

T APR 22 **Essay Four due at the beginning of class**; Discussion of Essay Revision

R APR 24 and T APR 29 NO CLASS – Conferences on Essay Revision

R MAY 1 Last day of class

- **Essay Revision due at the beginning of class**
- **“One-minute Grammar Lessons, Commas, and Passive Voice” Quiz**
- Tearful, heartfelt farewells

We will not meet during Final Exam Week

